DOCUMENT RESUME

ED 045 472 08 SO 000 311

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TITLE Implementing the Manpower and Economic Education Program.
INSTITUTION Henderson State College, Arkadelphia, Ark. M.H. Russell Center for Economics Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 6 Aug 70
GRANT OEG-3-6-051203-2080
NOTE 26p.
AVAILABLE FROM M. H. Russell Center for Economic Education, Henderson State College, Arkadelphia, Arkansas 71923 (1-10 copies free)

EDRS PRICE EDRS Price MF-$0.25 HC-$1.40
DESCRIPTORS *Curriculum Development, Economics, Instructional Materials, *Labor Economics, *Manpower Development, *Occupational Guidance, Occupational Information, Secondary Education, *Social Adjustment, Televised Instruction, Vocational Adjustment, Vocational Counseling, Vocational Education
IDENTIFIERS *Manpower and Economic Education, MEE

ABSTRACT

The Manpower and Economic Education Program (MEE) is an occupational orientation course at the secondary level. Experiences in implementing MEE are discussed. The strategy used involves doing everything possible to promote programs that help youngsters prepare for effective participation in the manpower market. School districts are encouraged to develop occupational orientation programs. The three key words in this strategy are communicate, cooperate, and coordinate. It must include a delivery system providing results similar to those indicated in promotional activities. Schools must be provided with a complete package of materials and services, including, text, teaching manual, evaluation instruments, personnel, etc. Television lessons have also been developed. Training the personnel is one of the most valuable services provided. Included with the speech is a handout summary of 82 lessons learned in implementing MEE, including categories for innovators, teachers, administrators, materials, students, and the community. Included is a list briefly describing some of the 75 television programs that are utilized. (SLD)

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IMPLEMENTING THE MANPOWER AND ECONOMIC EDUCATION PROGRAM*

BY

Phillip E. Powell**

My colleague, Bob Darcy, has discussed with you the rationale for and content of our Manpower and Economic Education (MEE) program. You will recall that MEE is an occupational orientation type course for either the junior or senior high school. He has also described the results which we have obtained from evaluating our program. I would like to continue this discussion of MEE by sharing with you some of the experiences we have had in implementing MEE.

My description of some of the things which we have done, and what we have learned, in three years of work in implementation, may be of some assistance to you as you become involved in getting occupational orientation programs accepted and adopted by schools. The lessons we have learned may be useful in identifying some opportunities for implementation you may have overlooked or in avoiding some problems we have discovered. Perhaps you can employ some of the strategy and tactics which we have used in the implementation of MEE.

Implementing new curriculum programs involves doing whatever has to be done to get the schools to accept and adopt your program and present it as it is designed to be used. This three-fold task of getting acceptance, adoption, and correct utilization may not sound like too much of a job -- especially when compared to designing, writing, and producing a new program. However, our experience has been

*Paper delivered August 6, 1970, at Seattle, Washington, for Institute VIII, IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS, of the "Short-term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas Project".

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that implementation is much more difficult than the original creative efforts which produce a new program.

When you develop a new program, you often have good control over the environment in which you work. You identify a need which the current curriculum is not fulfilling, do some research to find out what needs to be done, and develop or obtain some materials which will help meet the need. This part of curriculum research and development can be handled by a small number of competent people. You organize yourselves as a team and set about to do your work. And with time and some effort, you are able to come up with a new curriculum offering or at least a different package. Bob and I describe curriculum research and development as one-tenth inspiration and nine-tenths perspiration.

As soon as you are ready to start field-testing your original materials, you become involved in implementation and its problems. You have to find schools which are willing to try out a new program. Field-testing involves a commitment of time, manpower, facilities, and perhaps even some unusual or additional expenditures on the part of the schools. Schools must want to lead rather than follow if they are going to give your program a trial run. Too many school systems are quite willing to follow rather than lead in curriculum reform. In the educational world, most schools do not immediately beat a path to the door of the developer of a new and/or better educational program.

Implementation involves working with people, groups, and institutions outside of your own organization. You no longer have as good of control over what happens to your program as you did in the earlier developmental phases. The success you have now is more in the hands of other people. They will largely determine whether your program will be fully implemented. Working with a great number of other people can be frustrating, baffling, time consuming, and inefficient -- but it is necessary to bring about curriculum change. The success you have in implementing

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your program will greatly depend upon how well you communicate, cooperate, and coordinate with other people.

The strategy we have used in implementing MEE has involved doing everything we can to promote programs which help young people prepare for effective participation in the manpower market. Bob has spoken in some detail about how important we think it is for students to be given an opportunity to learn about the world of work and to gain the skills and develop the attitudes and values which will bring them personal satisfaction both as a worker and as an individual.

Bob and I have spoken and written about our concern for several different groups. We have worked with universities; public organizations such as state departments of education and state employment services; and private groups such as labor unions, Chambers of Commerce, and economic education councils in encouraging and initiating human resource development programs. We also have disseminated information and materials which promote an interest in vocational education.

More specifically, we try to encourage schools to develop vocational or occupational orientation programs. These elementary and secondary school offerings can be very useful in providing students with the general information and skills which are useful in the world of work. They can also help students form attitudes and values and begin to identify their own roles in the manpower market.

An example of this type of activity is my recent proposal to a group of Southern educators to establish a study group to examine what is being done and what we need to do in vocational orientation programs. This proposal has been accepted by the Southern States Work Conference, and I have been named chairman of the study group. By promoting vocational and occupational education and manpower training programs, we are indirectly building up support for a MEE type program.

We, who call ourselves economic educators, can provide some of the inputs it takes to build an integrated and coordinated program which will effectively prepare

young people for the labor market. It is true that some of the old timers and traditional thinkers in vocational education look upon us as "upstarts" who have only recently entered the arena of concern for employability education. However, we have tried to work with individuals, groups, and organizations which have a wide-range of interests and skills. Let's forget about labels such as vocational educator, industrial arts teacher, guidance counselor, economic educator, principal, and all the images they imply, and talk instead of the job to be done -- the adequate preparation of every American boy and girl for the world of work. This is the advice I have been offering my colleagues in Arkansas, and I believe that we have begun to act as if we think that it might work.

It is time to forget the labels and to get on with the task ahead. All of us have a contribution to make in providing the right mix of educational experiences which will help students toward vocational self-realization. Surely, we can accomplish more by working together than by each of us going our separate way and piping our own tune. And think how much easier it will be to get our message across to the educational decision makers in the schools if we are united in what we are trying to accomplish and speak with one voice.

A good example of what I am talking about is represented by two of us here in this room. Oswald Weise, who is Director of Vocational Orientation for the Arkansas State Department of Education, and I have been trying to establish the kind of working relationship I have described. We have shared ideas and materials and have worked in each others' programs. And more importantly, we have jointly tried to encourage schools to adopt or improve their vocational orientation programs.

So far the strategy that I have outlined has stressed promotion of various types of programs, the need to work with all interested parties, and the benefits of pulling together. Remember the three key words -- communicate, cooperate, and

coordinate. These activities, as important as they are, will not provide a winning strategy of curriculum implementation. The strategy outlined so far may bring your program to the attention of the school decision makers and help you win friends and influence people. But you still haven't gotten your program into the curriculum nor have you demonstrated that it works.

What your strategy must include is a delivery system that provides results similar to those you have indicated in your promotional activities. You must provide the schools with a complete package of materials and services to insure full implementation of your program. Curriculum innovators themselves should be prepared to provide many of the resources needed to get the job done. Part of this task may be fulfilled by asking individuals and groups outside of your organization for assistance. These could be people with whom you have been working on other programs. Schools often don't have either the types or amounts of materials and services which are needed to fully implement a program.

Bob and I have tried, right from the beginning of our MEE implementation efforts, to give the schools using our program all the support we could. Our package of materials and services has included: text; teacher manual; promotional and supplemental handouts, brochures, and pamphlets; evaluation instruments and assistance; classroom and school visitation and conferences; supplemental TV series; and school personnel and community orientation and training.

We have developed our own student and teacher materials especially prepared to help the student toward the goal of understanding his role as a worker and income-earner. The text was designed with the characteristics of our student audience in mind. Daily lessons with an identical format of abstract, body, and summary offer brief, easily digestable, bits of information and ideas for the students. The teachers' guide provides practical information such as answers to questions in student materials, extra discussion questions, bibliography for further

study, and overviews which place the individual lessons in a larger thematic context.

We have also written and distributed materials which explain MEE, such as the green brochure you received this morning and our monograph, Manpower Education in a Growing Economy. Supplemental student and teacher materials which we have produced or secured from various organizations and groups have been disseminated through my Center. These materials include such things as bibliographies, audio-visual lists, pamphlets on topics discussed in the student materials, and brochures and booklets on the current economic situation or economic problems facing the nation, state, and local community.

As Bob mentioned in his remarks, we have developed an evaluation package for the schools which are using MEE. There are instruments for measuring changes in students' understanding and attitudes. We also have prepared questionnaires for evaluating the reactions of students, teachers, and administrators to the MEE program. We have not only encouraged schools to evaluate, but we have worked with them in doing the evaluation and interpreting the results. Recently, I have worked with the Ft. Smith, Magnolia, and Little Rock school systems in evaluating MEE.

The evaluation we have done has also involved visiting the schools and classrooms where MEE is being used. You learn a great deal about the strength and weaknesses of a program by seeing it taught. What you observe in the classroom, and what is reported to you in written evaluations of the program, can be helpful in planning revisions of materials and techniques.

Classroom visitations and group meetings with people involved in implementing a program in a school system also are valuable for communicating information to participants, getting feedback on a program from teachers and administrators, recommending changes in what is being done, giving recognition for work which has been well done, improving morale among your associates, and finding out more

about the conditions in the schools and in the community in which the program is being implemented.

I also developed a 78 program (now cut to 46 programs) Manpower and Economic Education television series to supplement the classroom teachers' activities. The original series included a show for every one of the 75 daily lessons in the student materials plus an introductory and two review shows. The individual 20-minute TV shows complement the daily lessons by dealing with the same subject matter, but in a somewhat different fashion and through another media. These programs are useful to the teachers, because they bring expert guest speakers, and through on-the-job shows, the actual world of work into the classrooms.

One of the most valuable services that you can provide to the schools which are implementing a program is to orient and train their personnel who will be involved in it. You must provide the teachers with specific training related to the program. This training should deal with content, materials, and teaching techniques. If at all possible, you want to get the administrators and counselors who will be dealing with the program thoroughly familiar with what you are trying to accomplish and how your goals can be reached. You should also try to orient the community in which you are working, through speeches; visitations; and press, radio, and TV news releases.

Bob and I have used short inservice meetings, multi-week summer workshops, and a one-week summer workshop in Ohio and Arkansas to train instructors to teach MEE. We have also individually and collectively put on orientation type programs in various communities and at several collegiate institutes or workshops. All of these activities have been worthwhile. However, the summer workshops have produced the greatest tangible results and the biggest improvement in what is going on in the MEE classroom.

An example of the payoff which is possible with a complete and well-functioning

delivery system occured this last school year in my work with the Ft. Smith Public Schools. In either the fall or spring semesters, Ft. Smith had all of their 8th grade students (approximately 1,000) enrolled in MEE. After only one year, Ft. Smith is on its way to having one of the finest MEE programs in the nation. This outstanding record has been achieved because of the leadership of the superintendent, principals, and especially Calvin Patterson, their director of secondary education.

Implementation in Ft. Smith actually began during the 1968-69 school year which was spent in selling the program to those who would be participating in it. During the past school year, I have visited and have worked with Ft. Smith personnel on four occasions. All but one of these trips were for two or more days. Three of these trips involved classroom visitations and group conferences with all the participants involved. I have visited each of the teacher's classrooms at least once, and the Center has sent materials to the teachers during the school year. Evaluation of the program this year consisted of pre- and post-testing all second semester students with our Test of Understanding and Survey of Attitudes.

We are currently making last minute arrangements for a week-long MEE workshop which is to be held in Ft. Smith later this month. All the teachers, principals, counselors, and supervisory personnel who are involved in the program will be present. Leading members of the community will be visiting with us and/or serving as our luncheon speakers. The workshop will be a seminar in which all of us will be discussing the content of MEE and the teaching materials and methods which can be used with it.

The type of well-planned and carefully executed implementation which we have had in Ft. Smith gets a program started and running well. The delivery system of materials and services which my Center has provided Ft. Smith is one of the key ingredients in the success we have had there with MEE.

Let's now turn to some of the lessons which we have learned in the past three years while implementing the MEE program. These lessons indicate some of the specific strategy and tactics which we have used. The lessons are primarily based upon the experiences that Bob and I have had in working with MEE in Ohio, Arkansas, and Colorado schools. However, we have also worked with individuals, groups, and organizations in many other states and even in a few foreign nations.

These lessons are based upon our joint experiences. However, they do reflect more of my thinking, since I have devoted a greater amount of time to implementation than Bob has. The lessons may not be universally applicable, but they are based upon a great deal of experience in a relatively large number of different situations. Perhaps they can be the basis for an interesting question and answer and discussion session after this presentation.

I have prepared a five-page handout (enclosed) which summarizes the lessons. You will note that the lessons in the handout are divided into six groups according to whom or to what the lesson refers. The groups are the innovators, teachers, school administrators, materials, students, and community and public. These are the chief ingredients which are involved in curriculum implementation. The handout will be passed out at the end of my speech. What I am going to do is cite some of the more significant lessons and tell you about the experiences upon which they are based.

LESSONS ARE READ AND ADDITIONAL COMMENTS MADE. EXPERIENCES ARE RELATED TO THE AUDIENCE.

I now would like to share with you a sample from the MEE curriculum package. This 20-minute TV program which we are going to see is from our Manpower and Economic Education television series. The show is entitled, "Work That People Do", and deals with the wide variety of jobs that there are in the economy. The program shows the variety of job opportunities there are in one organization (a medical center) for

people with different interests, educational backgrounds, and skills. I will provide you with a copy of the teacher's guide for this program.

DISTRIBUTE TV TEACHER'S GUIDE.

SHOW TV LESSON # 8, WORK THAT PEOPLE DO.

What I have tried to do in the last hour and a half is to provide you with some insights into the opportunities and problems of curriculum change. The strategy and tactics which we used in implementing our Manpower and Economic Education program have been examined. The lessons of curriculum implementation which I discussed are based upon the experiences which Bob Darcy and I have had in introducing our own occupational orientation program into the schools. We also viewed a TV program from our MEE television series which has been one of our major implementation activities.

I hope that I have provided you with enough information and ideas to be of assistance in your work. The discussion session which follows will give us a chance to clarify and expand on these and related ideas and to exchange views. I look forward to your reactions and suggestions and the opportunity it offers us to learn together.

And don't forget that since my Center is the national headquarters for world-of-work economic education programs, I am willing to assist you in developing and implementing occupational orientation programs.

PASS OUT LESSONS FROM IMPLEMENTATION HANDOUT.

#

SUMMARY OF LESSONS LEARNED FROM IMPLEMENTING THE MEE PROGRAM*

Which Can Be Applied To Other Occupational Orientation Programs

Innovators

1. Set some specific goals for your program and evaluate to see whether you are achieving them. You don't know what kind of program you have if you don't evaluate it.

2. Allow plenty of lead time in implementing your program in a school or school system. It is better to put off implementation for a semester or year rather than rushing in ill-prepared and not fulfilling the potential of the program.

3. It is better for the future of your program to have it working well in a few places rather than so-so in many places. Schools are more likely to get on a well-running bandwagon rather than one that rattles along.

4. Try to get at least a complete semester of school time allocated to your program. Teaching your program as a unit(s), especially in courses where fitting it into the scope and sequence of the regular offerings is difficult, will not maximize its potential contribution to the curriculum. If the program is worth doing, it's worth a semester's time.

5. Don't assume that people who should know certain things about your program, do in fact know. What they don't know can hurt the program. You should see that their ignorance is replaced by understanding.

6. Find out who understands and approves of your program and use them to promote it.

7. Get people, other than those with your own background and training, involved in your program. They can be very helpful in implementation, because they have different personal contacts and skills which you can use.

8. Make sure that adequate help is available for follow-up and follow-through once you get a school or school system interested in your program.

9. Maintain continuity in personnel and policy in implementing your program. Conflicting advice and recommendations will confuse teachers and administrators.

10. Know the curriculums of the schools so that you can coordinate your program with the other course offerings.

11. Read the current teaching guides in the schools to see how your program can fit into the curriculum.

12. Implementing new curriculum programs is hard work in which immediate and tangible results are often difficult to observe. Make sure that your associates in implementation are the type who are not easily frustrated and can work in a situation where the results of their labor are not always known.

13. Give your program academic respectability by tying it into one or more of the academic disciplines or fields.

* The Manpower and Economic Education program is an occupational orientation course for either the junior or senior high school developed by Robert L. Darcy and Phillip E. Powell.

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14. Check to see if there is any money available from other than regular sources to help finance your program. Additional funds can help you buy supplies and services which are needed, but which are not provided for in the regular budget.

15. When the curriculum contains an integrated and coordinated program in the elementary and secondary schools of preparation for the world of work, you can accomplish a great deal more with your occupational orientation program.

Teachers

1. If you can't do everything that needs to be done to implement your program, concentrate on working with the teachers, because they will make or break the program.

2. The attitude of the teachers toward your program will probably be the greatest determiner of its success or failure.

3. Help your instructors feel that the program is theirs -- not yours. They will do a better job teaching their program rather than yours.

4. The first time your program is taught in a school or school system is crucial for the future of what you are trying to accomplish. Put a great deal of effort into working with the instructors who are teaching it for the first time.

5. Recruit appropriate teachers for your program to begin with rather than relying on retreads who have taught in other courses or programs.

6. Have instructors assigned to teach your program full-time. Instructors who are teaching the program part-time can't give it the attention it deserves.

7. Traditional college courses usually don't help much in preparing instructors to teach new curriculum programs.

8. Develop your own training course for the instructors of your new program. Use your own student and teacher materials as the basic reading for the course.

9. Inservice training of teachers for your program after regular school hours is better than no special training at all. However, it is not as effective training as a summer institute or workshop.

10. Your instructors will need help with their teaching methods as well as with content of the program.

11. Motivate the instructors to use innovative instructional methods such as group guidance, role playing, and simulation.

12. If you want to demonstrate to an instructor how your program can be taught, volunteer to teach one or more of his classes.

13. Prepare student materials which are in complete form for the instructors, instead of giving them just a guide to teach your program. They will feel more secure, especially in the first year of the program, with the finished materials, and will be more successful in the classroom.

14. Keep in touch with your teachers by periodic mailings of supplemental materials. These mailings not only improve the teaching that is done, but are also good for the teachers' morale. They demonstrate that you are interested in them and their students.

15. Provide released-time and other incentives for the instructors of your program. These incentives are especially valuable when the program is first introduced in a school.

16. Assist teachers and administrators in evaluating your program to see whether they have achieved their instructional goals.

17. Don't rely on written reports from teachers and administrators to judge your program. Visit teachers in their classes, and evaluate what you observe.

18. Teachers and counselors can make a good instructional team for an occupational orientation program.

19. Traditionally trained social studies teachers do not usually make exceptional occupational orientation instructors.

20. Encourage your occupational orientation teachers to work at various types of jobs during the summer. See if you can organize an internship or work experience program for your teachers.

21. Often the best teacher of a world-of work program is one who has also been employed at something else other than teaching.

School Administrators

1. Active support for your program from school administrators is extremely helpful in implementing it. This is especially true in the early stages of the program.

2. Stimulate administrators and teachers to innovate with your program to meet unfilled student needs. Help them to see that it is better to innovate and be a leader than to be forced to change by community pressure or legislation.

3. Avoid selling your program on the basis of adding something else to the curriculum. Many school administrators think the curriculum is already over-crowded. Talk instead of setting priorities and meeting student needs and how the program is a means rather than an end.

4. Get the administrators and teachers to accept the goals of your program and then show them the materials which you have for helping students reach their goals. You are selling a program not a textbook.

5. Be flexible in how you get your program in the curriculum, and you can increase the possibility of its being implemented. A new program almost always creates scheduling difficulties.

6. Don't count on administrators and teachers to keep you informed about what is going on with your program. You will often have to take the initiative yourself to find out what is happening in the classroom.

7. Try to get school administrators involved in your training programs for teachers, so that they will know more about the program.

8. The physical arrangement of the classroom will affect your program. Student discussion or group guidance are difficult where students are sitting at desks which all face the front of the classroom and are bolted to the floor.

Materials

1. Prepare materials which simply and briefly explain your program. These will be valuable for promotional and public information activities.

2. See to it that administrators, counselors, and teachers closely examine the materials for your program. They often misunderstand the program because they do not know what it is trying to accomplish and how the materials can help the student reach the program's goals.

3. Demonstrate, in your training program, how student materials can be taught. Don't assume that the instructors will know how to most effectively teach the materials.

4. Be sure that the teachers' materials contain specific and detailed background reading suggestions for the instructors.

5. Make sure there is enough money in the budget for instructors to obtain the reference and supplemental materials they need to teach your program.

6. A great deal of free supplemental materials are available for teachers and/or students from local, state, and national organizations and groups.

7. Carefully evaluate any supplemental materials you provide for the teachers or students. Don't use the materials just because they are available.

8. Provide the teachers, or have the teachers develop, supplemental materials which will localize textbook content.

9. Keep up your ties with the people who support your program and/or who teach it through mailings of supplemental, promotional, and other types of materials.

10. Many of the teachers will be tied to the printed page. Identify audio-visual materials which can be used with your program, and develop new materials when there is none available , or what is available, is not appropriate.

11. The teachers will often not know how to maximize the use of audio-visual materials and equipment. They will turn on a TV program and sit in the back of the class with the students and do and say nothing. You will have to assist them in learning how to make wise use of audio-visual materials and equipment.

Students

1. Your program should help to bring about some changes in students' understanding, attitudes, values, and behavior.

2. Recognize the special characteristics of the students for whom your program is designed. Prepare your materials and teachers for the right audience.

3. What the teachers like or dislike about your program will be reflected in the students' attitude toward their learning.

4. There is something for students of all levels of ability and motivation in occupational orientation programs.

Community and Public

1. Discuss your program in the community, and have your associates do likewise. Keep the public and professional groups informed about what you are doing and why you are doing it.

2. Involve community leaders and other appropriate individuals and groups in participating in your program.

3. Find out who is opposed or neutral toward your program, and either win them over to your side or ignore them.

4. Work for those who work with you. Help individuals and groups who are assisting you in your program.

5. Encourage teachers to use community people in the classroom when their experience, background, or training will provide additional insights for the students.

6. Invite people to visit the classrooms where your program is well-taught. The desire to emulate a program often begins with seeing it in action.

7. Give public recognition and awards to the teachers and administrators who are involved in your program.

8. Occupational orientation programs have some built-in advantages for getting parents interested in what is going on in the classroom.

9. Coordinate your occupational orientation program in the schools with other programs in the community. Human resource development takes place outside the school as well as in the classroom.

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ARKANSAS EDUCATIONAL TELEVISION COMMISSION

350 South Donaghey Avenue
Conway, Arkansas 72032

SERIES TITLE	MANPOWER AND ECONOMIC EDUCATION
GRADE LEVEL	Grades 8 - 12
INSTRUCTOR	Mr. Phillip E. Powell
NO. OF TELECASTS IN SERIES	46 (September - January)
LENGTH (Individual Telecasts)	20 minutes
FREQUENCY	Three lessons a week with repeats
PRODUCTION CENTER	KETS, CHANNEL 2

SCHEDULE ON KETS, (Fall, 1970)

Lesson 1-Mon. 11:35, 2:00 (Repeat)
Lesson 2-Wed. 11:35; 2:00 (Repeat)
Lesson 3-Fri. 11:35; 2:00 (Repeat)

This series will be repeated in the second semester of the 1970-71 schedule at the same periods.

DESCRIPTION

This series is designed for junior and senior high students to help prepare them for effective participation in economic life--"to bridge the gap between school and work" by providing students with economic understanding and by promoting human resource development. There are seven major themes or groups of topics in the course.

-The World of Economics
-Non-Economic Dimension of Work (Social and Psychological Aspects)
-Decision Making and Planning (Including Personal Career Planning)
-The Manpower Market (Supply and Demand Factors in Employment)
-Occupations and Employment Trends
-Skills and the Economic Value of Education (To the Individual and Society)
-Technology and Change

The main body of the lesson includes economic concepts, statistical data, and questions about the role of economic activity--especially work--in the life of men and women. Students are encouraged to participate actively in class discussion and to approach the subject in a spirit of exploration and discovery.

TEACHING AIDS AVAILABLE

This guide provides detailed comments on each lesson (including answers to discussion questions and sources of background information and statistical data) and also a series of brief "perspectives" that provide overviews and continuity for particular groups of lessons. The guide can be purchased from the Arkansas Educational Television Commission for $1.25. Pupil's books will also be available. A teacher's guide is also available for purchase from the Arkansas Educational Television Commission for $1.25.

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LIST OF LESSON TITLES IN MANPOWER & ECONOMIC EDUCATION TELEVISION SERIES*

Introduction

TV-1 Means of Discovering Yourself

TV-2 What Is Economics All About?

TV-3 Three Basic Problems

TV-4 Economic Institutions

TV-5 Anatomy of Our Economy

TV-6 Flow of Economic Activity

TV-7 Division of Labor & Economic Interdependence

TV-8 Work That People Do

TV-10 Joy of Work

TV-11 GNP and Economic Statistics

TV-15 Steps in Economic Reasoning

TV-17 "The Business of America is Business"

TV-18 Government's Role in Our Economy

TV-19 The Role of Labor Unions

TV-20 Consumers of Abundance

TV-22 Technology: Benefits and Burdens

TV-23 Skills for Tomorrow's Jobs

TV-28 "What's in it For Me?

TV-29 Satisfaction or Disappointment?

TV-30 Measuring the Manpower Market

TV-32 Collective Bargaining

TV-35 On Top

TV-36 An Affair of the Heart

TV-37 Farm, Blue-collar, and Service Workers

TV-38 Making Something Out of the Job

TV-39 A Sure Sense of Usefulness

TV-40 They Get the Work Done

TV-41 Women's Work

TV-42 Work and Mental Health

TV-43 Occupational Needs in the 1970's

TV-44 Education for Tomorrow's Jobs

TV-45 Industrial Sources of Employment in 1975

TV-51 First the Plan, Then the Job!

TV-53 How Do I Find a Job?

TV-55 Getting Skills for Tomorrow's Jobs

TV-59 Help for the Unemployed

TV-60 Work and Social Skills

TV-61 Where the Jobs Are

TV-62 Employment Opportunities in the State

TV-67 What Employers Want from Workers

TV-68 Reason and Justice in the Work Place

TV-69 Man Is More Than a Means of Production

TV-71 Financing Education

TV-75 World-view for a Changing World

A Summing Up (Review)

*Additional information on this series available from:

Phillip E. Powell, Director
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THE M. H. RUSSELL CENTER FOR ECONOMIC EDUCATION

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MANPOWER AND ECONOMIC EDUCATION VIDEO TAPES AVAILABLE FOR PREVIEWING

Low Cost Loan Program

Eight twenty-minute video tapes from the Manpower and Economic Education TV series can now be borrowed from the M. H. Russell Center for Economic Education.

These tapes are from the TV series which has been used in Arkansas with the Darcy and Powell Manpower and Economic Education (MEE) program. The eight programs are concerned with the same ideas that are found in the corresponding individual lessons in the text and teachers materials.*

The shows which are available for previewing on three tapes are:

Tape 1 -- The Role of Labor Unions, (#19); "What's In It For Me?", (#28); An Affair of the Heart, (#36).

Tape 2 -- Work That People Do, (#8); Joy of Work, (#10); Steps in Economic Reasoning, (#15).

Tape 3 -- Means of Discovering Yourself, (#1); Division of Labor & Economic Interdependence, (#7).

The television programs can be shown on any two-inch video tape recorder which has a helical scan head. These tapes may be borrowed for as long as two weeks at the cost of only return parcel post postage and $100 insurance.

For further information write Phillip E. Powell, Director, M. H. Russell Center for Economic Education.

*Manpower & Economic Education: Opportunities In American Economic Life, (Text and Teacher Manual). Robert L. Darcy and Phillip E. Powell. New York: Joint Council on Economic Education, (1212 Avenue of the Americas, 10036), 1968. 316 pp. & 141 pp.

TEACHER GUIDE

MANPOWER AND ECONOMIC EDUCATION TELEVISION SERIES

Lesson 19

THE ROLE OF LABOR UNIONS

I. Purpose of Program

A. To show the importance of labor unions in the American economy.

B. To give the students a chance to hear about labor unions from men who are actively working in them.

II. Means of Presentation

A. The following general information about labor unions is given by Mr. Powell:
1. Labor unions are important institutions in the American economy.
2. A union is an organization of workers who have joined together to have a stronger voice in dealing with employers regarding their wages, hours, working conditions, and job security.
3. Many of the unions in the U. S. are joined together in a federation of labor unions called the American Federation of Labor-Congress of Industrial Organization (AFL-CIO). This group serves as the national spokesman for the labor unions and their members.
4. Approximately 25% of all American workers belong to unions.

B. Guests
J. Bill Becker, President of Arkansas AFL-CIO;
Lee McNair, Vice-president of local union and President of East Arkansas Labor Council;
Garland Yancey, trustee of a local union;
and Mr. Powell discuss:

1. What do your jobs with the union involve?
2. What is the purpose of a labor union?
3. What services does a union offer its members?
4. How do labor unions accomplish their goals?
5. What are the advantages to an individual of belonging to a union?
6. What are the disadvantages to being a union member?
7. How are unions organized or structured?
8. How do you view the future of labor organizations in the U. S.?

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TEACHER'S GUIDE

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Lesson 28

"WHAT'S IN IT FOR ME?"

I. Purpose of Program

A. To explore the various kinds of financial rewards which go with having a job in our economy.

B. To study the factors which influence the amount of earnings that workers make in our economy.

II. Means of Presentation

A. Mr. Powell discusses the following:
   1. The compensation which workers receive for providing their human resources may include such things as regular pay, bonuses, insurance, vacations, holidays, sick leave, pension, retirement plans, and terminal pay.
   2. The term "fringe benefits" is introduced and discussed.
   3. Factors which influence the amount of income and earnings which workers receive in our economy:
      a. Occupation in which the worker is involved. (Examples and statistics are cited).
      b. Relationship of skill needed to do the job is compared to the pay earned.
      c. Amount of education head of household has is compared to what he is able to earn throughout his lifetime.
   4. What's in it for you? An opportunity to improve your standard of living.
   5. There are some important differences in the amounts that workers earn in our economy. These differences are related to such factors as occupations and the amount of education which a worker has.

B. Guest, Mrs. Sue Peterson, Personnel Assistant with Sears, Roebuck and Company, Little Rock, and Mr. Powell discuss the following:
   1. What Mrs. Peterson's job involves.
   2. What is in it for the employee who works with Sears?
   3. What factors are weighed in deciding what to pay an individual worker?
   4. What general qualifications is the personnel worker looking for in potential employees?
   5. Are there ranges of salaries paid for different jobs?
      a. How are these established?
      b. How are these determined for the individual worker?
      c. Are workers evaluated periodically to determine their efficiency and whether they should receive promotions and/or salary increases?

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Lesson 36

AN AFFAIR OF THE HEART

I. Purpose of Program

A. To demonstrate that a job may be more than just a means of earning a living for a worker. It may be:
   1. A chance to do meaningful work.
   2. An opportunity to make a contribution to community, state, and nation.
   3. A chance to do something important and worthwhile.

II. Means of Presentation

A. Mr. Powell introduces the show as cited in I, and tells how the filmed portion of the show will develop this theme. Filming and interviewing of Mrs. Selma Ratley has been done on one of her typical days of work. The viewer will have an opportunity to see some of the daily work and family activities of this woman worker and hear her describe her job and how she feels about it. Mrs. Ratley and her husband own and operate a nursery and kindergarten school and a children's clothing store in Little Rock.

B. Questions which are discussed on the filmed segment with Mrs. Ratley include:
   1. What does your job involve?
   2. What satisfactions do you get from your work with the specialty shop?
   3. What impressions do you have about the associates with whom you work?
   4. Have you found any disadvantages or prejudices in your work because you are a woman?
   5. How has your working affected your family life?
   6. What is success in life? How can we achieve this success?
   7. How have you been able to combine the roles of wife, mother, and career woman?

III. Notes

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MANPOWER AND ECONOMIC EDUCATION TELEVISION SERIES

Lesson 8

WORK THAT PEOPLE DO

I. Purpose of Program

A. To give examples of a few of the many types of jobs which people have in our society.

B. To show within one organization (in this program, a medical center) the variety of job opportunities for people with different interests, educational backgrounds, and skills who experience different working conditions and pay. (Note that these same type of jobs are available in a number of different types of organizations.)

II. Means of Presentation

A. Mr. Powell introduces the theme and format of the show.

B. A filmed segment of workers on their jobs at the University of Arkansas Medical Center in Little Rock and their responses to questions posed by Mr. Powell.

1. Workers presented are: vice president for health services, butcher-cook, accountant, licensed practical nurse, pharmacist, plumber apprentice, nursing supervisor, supervisor in housekeeping department, anesthesiologist, medical technologist, medical intern, candystriper, and male volunteer.

2. Workers answer some of the following questions:

a. What is your job here at the hospital?
b. What are your hours of work? Working conditions? What kind of education and training did you have to qualify for your job?
c. What do you enjoy most about your job?
d. What frustrations do you find with your work?
e. How did you get your present job?
f. What type of work would you like to do if you had your choice of any job?
g. Why are you working in a hospital?
h. What type person do you think would be happy in your job?
i. How does your job influence your life away from work?
j. Has your job helped you to understand yourself and what you want from life?

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Lesson 10

JOY OF WORK

I. Purpose of Program

A. To indicate that one of the most important rewards from work is the sense of personal fulfillment and joy which results from a job that is well done.

B. To suggest that a worker who gets personal satisfaction from his job has a positive outlook toward life and looks forward to going to work.
   1. One-third of our adult life is spent on the job.
   2. The satisfaction we get from our work contributes much to our feelings of personal worth and well-being.

II. Means of Presentation

A. Cartoon, with the idea that "He who likes his job looks forward to going to work", is used by Mr. Powell to help introduce the theme of the lesson.

B. Film and audio presentation of a cosmetologist, a maintenance supervisor, an insurance agent, and an auto mechanic talking individually with Mr. Powell.
   1. They describe their attitudes toward their work.
   2. You see them on their jobs and watch them perform some of their job tasks.
   3. Thus, you'll learn what type of work has produced the attitudes you hear expressed.
   4. Students are asked to judge how the workers feel about their fulfillment from their jobs.

III. Notes

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Lesson 15

STEPS IN ECONOMIC REASONING

I. Purpose of Program

A. To show that a systematic step-by-step approach to problem solving is helpful in reaching correct decisions.

B. To explore the steps in economic reasoning:
   1. Define the problem.
   2. Identify goals.
   3. Consider alternatives.
   4. Analyze the consequences.
   5. Select best solution in terms of goals.

C. To show the application of the five steps to a real life situation.

II. Means of Presentation

A. Mr. Powell discusses:
   1. The need and value of a systematic approach to problem solving.
   2. The five steps in economic reasoning.
   3. Whether the steps apply to real life.

B. Mr. Powell introduces a visual and audio example of application of the steps. This involves a discussion of some of the decision making which was involved in the Nabholz Construction Corporation's building project at the State College of Arkansas in Conway. Nabholz executives and employees are seen and heard.

III. Notes

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MANPOWER AND ECONOMIC EDUCATION TELEVISION SERIES

Lesson 1

MEANS OF DISCOVERING YOURSELF

I. Purpose of Program

A. To suggest that education and jobs can be a means of understanding yourself and developing your human capabilities.

B. To show people who have learned about themselves (capabilities, assets, and limitations) and found out what they want to do with their lives (i. e., set and achieve goals) by way of the experiences they have had through their education and work.

II. Means of Presentation

A. Mr. Powell introduces the purpose of show and cites how guests will be seen and talked with in their job surroundings.

B. Guests whom Mr. Powell interviews:
1. John Thompson of Little Rock, Senior at State College of Arkansas majoring in history and political science.
2. Mrs. Betty Tucker, Teller, Worthen Bank, Little Rock.
3. Mr. M. E. Pelletier, Farmer, Grienbrier, Arkansas. Family chosen 1967 North Central Arkansas Farm Family of the Year.

C. Questions which Mr. Thompson discusses:
1. Why did you go to college?
2. How has college helped you understand yourself better?
3. What career field are you interested in entering?
4. How is college helping you prepare for the job?
5. What are the disadvantages of careers in teaching and law?
6. Have you had any part-time and/or summer jobs? Why have they been valuable?

D. Questions Mrs. Tucker and Mr. Pelletier answer:
1. Tell us a few things about your job.
2. What made you choose your present job?
3. Has your job helped you to understand yourself and/or what you want from life? How?
   a. How has your work helped you develop your skills, talent, character?
   b. What do you hope to achieve in the future? How are these goals related to your job?
   c. What are the rewards you get from your work? What do you like best about your job?
4. How have education and training helped you in your work?
5. If you had a chance to begin all over again in your work, what would you do differently?
6. Define success.

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MANPOWER AND ECONOMIC EDUCATION TELEVISION SERIES

Lesson 7

DIVISION OF LABOR & ECONOMIC INTERDEPENDENCE

I. Purpose of Program

A. To discuss division of labor and the economic interdependence.

B. To show, through visual and audio media, how the specialization of tasks that workers do (i. e., division of labor) increases both the total production in our economy and the interdependence of all members of society.

II. Means of Presentation

A. Lecture by Mr. Powell with use and explanation of "Technology" and "Three Economic Roles" charts.

B. Filmed visit to the Little Rock Lamp Plant of the Westinghouse Electric Corporation to see some of the different tasks which workers perform on their jobs and to hear supervisory personnel in the plant explain the functioning of their factory.
   1. Note that workers are performing jobs which require different kinds and amounts of skills.
   2. Note also the interdependence of workers on each other to make the finished product.

C. Questions which Mr. Powell asks include:
   1. What is produced in the plant?
   2. How is production organized?
   3. Why do you organize production in the way you do?
   4. How many employees do you have?
   5. What kinds of skills do your workers have?
   6. How many different types of jobs do you have in the plant?
   7. How do you measure efficiency?
   8. What are the objectives of your company?

III. Notes

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